

# Developing a National Identity

## THE BIG PICTURE

At the end of the War of 1812, Americans had a growing sense of nationalism. A religious revival helped spur reform movements that sought to improve the lives of the poor in an increasingly urban and industrialized nation. Americans also continued to settle in the West, and by 1848 the nation's borders extended to the Rio Grande and the Pacific Ocean.



## California Standards

### History-Social Sciences

**8.8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

**11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

**11.3** Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

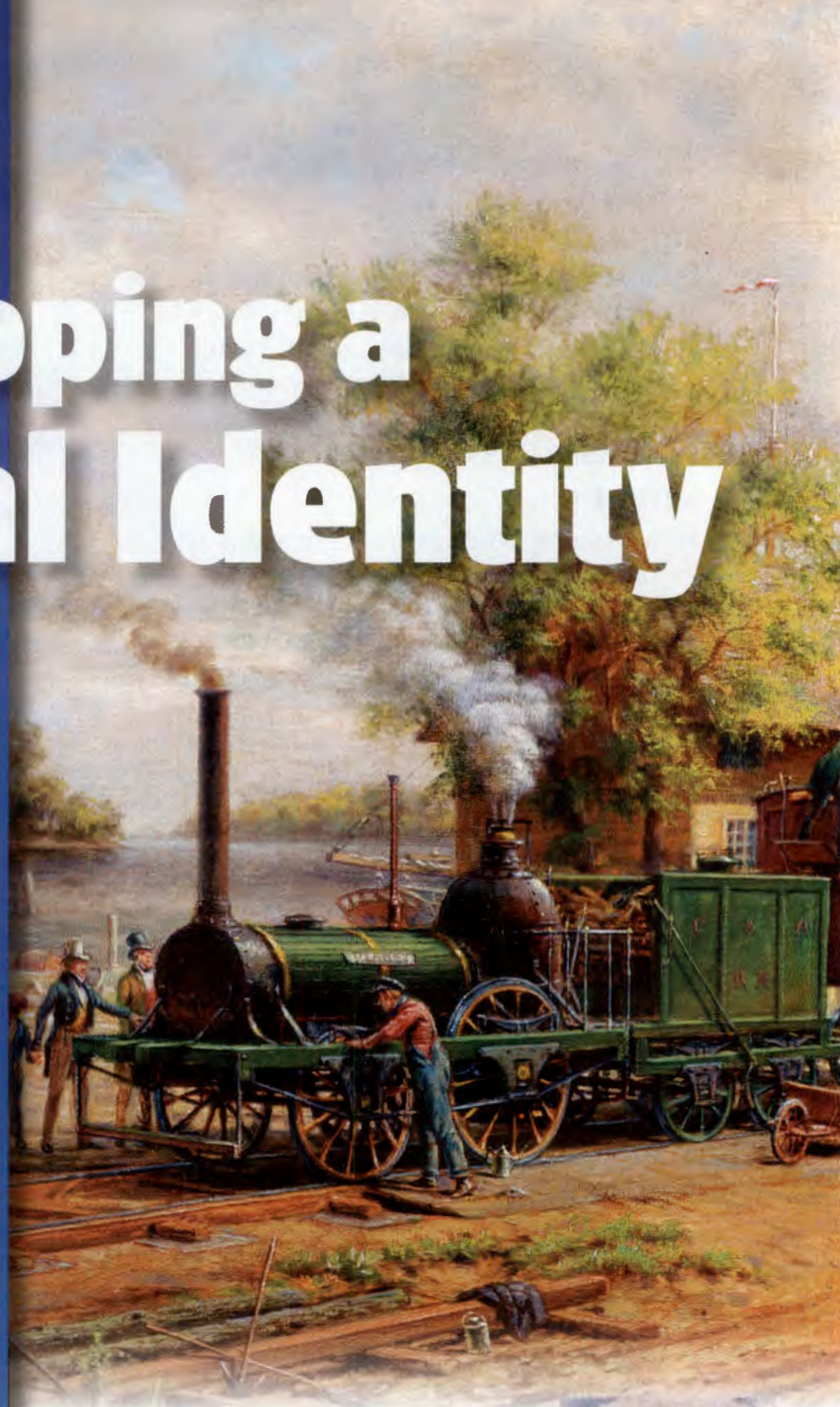
### Skills Focus

### READING LIKE A HISTORIAN

An early steam engine pulls a train in New Jersey. The Camden and Amboy Railroad, chartered in 1830, was one of the first railroads in the country. It ran from the Delaware River to the Raritan River.

**Interpreting Visuals** What kind of service did the railroad provide?

See **Skills Handbook**, p. H30



### U.S.



**1819**  
The United States acquires Florida from Spain.



### 1820



### World

**1821**  
Mexico wins independence from Spain.

## History's Impact video program

Watch the videos to learn more about American history from 1815 to 1860.



**1830**  
Andrew Jackson signs the Indian Removal Act.

**1836**  
Texas gains independence from Mexico.

**1843**  
Marcus Whitman leads at least 900 people over the Oregon Trail.

**1846**  
U.S. declares war on Mexico; the same year, American settlers declare a Republic of California.



**1853**  
The Gasden Purchase further expands U.S. southwestern lands.

**1830**

**1833**  
Slavery is abolished throughout the British Empire.

**1840**

**1845**  
Ireland's potato crop is devastated by blight.

**1850**



**1857**  
A new constitution returns Mexico to a federal system of government.

**1860**

**1859**  
Charles Darwin's *On the Origin of Species* is published.

# From Nationalism to Sectionalism

## BEFORE YOU READ

### MAIN IDEA

In the early 1800s, feelings of nationalism grew, although conflicts between different regions of the United States were also emerging.

### READING FOCUS

1. What events reflected the rise of nationalism in the United States?
2. What was the Age of Jackson?
3. How did the Industrial Revolution affect the North?
4. What was the importance of cotton in the South?

### KEY TERMS AND PEOPLE

James Monroe  
 Monroe Doctrine  
 nationalism  
*McCulloch v. Maryland*  
 Missouri Compromise  
 sectionalism  
 Indian Removal Act  
 Trail of Tears  
 Second Bank of the United States  
 Industrial Revolution



**HSS 11.1.3** Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

## A BOLD MOVE

### THE INSIDE STORY

*How did the United States defy the monarchs of Europe?* Between

1803 and 1815, a series of wars fought by or against France under the French emperor Napoleon had seriously threatened the monarchs of Europe. Soon after Napoleon's final defeat in 1815, the major European powers, including Great Britain and Russia, formed a loose alliance known as the Concert of Europe. Their goals were to keep a balance of power in Europe and to suppress revolutionary ideas.

At the same time, revolutions were breaking out in South America as colonies declared their independence from Spain. Although the United States declared neutrality, it supplied the rebels with ships and supplies. In 1822 President **James Monroe** was the first leader to give diplomatic recognition to the new nations. But both Great Britain and the United States were worried that France would send troops to reconquer Spain's colonies.

John Quincy Adams, Monroe's secretary of state, was an experienced diplomat. He was worried about territorial threats from European nations. Adams wanted to stand up to the monarchs of Europe. He declared "that the American continents are no longer subjects for any new European colonial establishments." Those strong words led to the statements made in the **Monroe Doctrine**, which declared the Americas off-limits to European colonization. ■



**Lady Liberty and the liberty cap and pole she carries were powerful revolutionary symbols that citizens of the young nation could rally behind. ▲**

## The Rise of Nationalism

The Monroe Doctrine was a bold statement for such a young country to make. It showed a growing spirit of **nationalism**, which is the belief that the interests of the nation as a whole are more important than regional interests or the interests of other countries.

**Nationalism and domestic policy** In 1816 voters elected James Monroe to the presidency. Monroe served as president from 1817 to 1825. During his presidency, the economy grew rapidly, and a spirit of nationalism and optimism prevailed. One Boston newspaper called the time the “era of good feelings.” This new sense of nationalism was soon reflected in two landmark Supreme Court decisions:

- **McCulloch v. Maryland** (1819) In the landmark Supreme Court case **McCulloch v. Maryland**, Chief Justice John Marshall sided with the national government on the issue of a national bank. The Court’s decision made it clear that national interests were to be put above state interests.
- **Gibbons v. Ogden** (1824) This Supreme Court case gave the national government the sole right to regulate interstate commerce, or trade between states.

**Nationalism and foreign policy** American foreign policy in the early 1800s also reflected the growth of nationalism. Americans were proud of their accomplishment in the War of 1812 and confident in the strength of their young but growing country. They were determined to take their place on the world stage. Monroe’s presidency was characterized by good diplomacy abroad, including:

- **The Adams-Onís Treaty** (1819) Under this treaty, the United States acquired Florida and established a firm boundary between the Louisiana Purchase and Spanish territory. The treaty also allowed American settlers to travel to Oregon for 10 years.
- **The Monroe Doctrine** (1823) As you read in the “Inside Story,” the Monroe Doctrine stated that the United States was off-limits to European colonization. According to the doctrine, the United States would view further colonization “as dangerous to our peace and safety.” In essence, the Monroe Doctrine stated that the United States would stay out of European affairs and that it expected Europe to stay out of American affairs.

**The Missouri Compromise** American nationalism was fueled by pride in the rapid spread of settlement. But rapid settlement also caused some controversy.

When the Missouri Territory petitioned to join the union as a state, it caused an uproar.

## MISSOURI COMPROMISE, 1820



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

The compromise banned slavery north of 36°30' N.

**Region** How did the remaining terms of the compromise maintain balance between the North and the South?

See **Skills Handbook**, p. H20

In 1819 there were 22 states in the Union. In half of the states (the slave states of the South), slavery was legal. In the other half of the states (the free states of the North), slavery was illegal. This exact balance between slave states and free states gave them equal representation in the Senate. If Missouri were admitted as a slave state, the balance would be upset. Northerners were outraged.

In 1820 the situation was resolved by the **Missouri Compromise**. Under this agreement, Missouri was admitted to the Union as a slave state and Maine was admitted as a free state. Thus, the balance between the number of free states and slave states was preserved. The agreement also banned slavery in the northern part of the Louisiana Territory.

The Missouri Compromise kept the balance between slave and free states. It was clear, however, that feelings of sectionalism in the North and the South were emerging again. In contrast to nationalism, **sectionalism** is the belief that one’s own section, or region, of the country is more important than the whole.

### READING CHECK

### Identifying Cause and Effect

Why was the Missouri Compromise adopted?

# INDIAN REMOVAL, 1830s–1840s



## GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Movement** How far were people transferred from their homelands by the Indian Removal Act?
- 2. Region** What problems might arise from placing these groups in this area? Explain.

See **Skills Handbook**, p. H19

	Cherokee
	Chickasaw
	Choctaw
	Creek
	Seminole
	Other Tribes

0 150 300 Miles  
0 150 300 Kilometers  
Albers equal-area projection

## The Age of Jackson

In 1824 Andrew Jackson, a popular hero of the War of 1812, ran for president. It was a close election, ultimately decided in the House of Representatives. Jackson lost to John Quincy Adams but vowed to defeat him in the next election. Jackson and his supporters created a new political party that eventually came to be known as the Democratic Party. Adams and his supporters became known as the National Republicans.

Adams was not a popular president. His administration was weakened by scandal and by relentless criticism from Jackson's supporters. Many Americans also believed Adams was out of touch with the people. After one term in office, he lost the presidency to Jackson in the election of 1828.

Jackson's presidency is often called the Age of Jackson. It was characterized by conflict with Native Americans, conflict over the national bank, and increasing sectionalism.

**The Indian Removal Act** Five major Native American groups lived in the south-east when Jackson became president: the Cherokee, Choctaw, Chickasaw, Seminole, and Creek. White settlers wanted to acquire their land. President Jackson concluded that the best action was to relocate the Indian nations. In 1830 Congress passed, and Jackson signed into law, the **Indian Removal Act**, which called for the relocation of the five nations to an area west of the Mississippi River called Indian Territory.

Under the supervision of the U.S. Army, many Native American groups were forced to march west, hundreds of miles, to Indian Territory. Conditions on the marches were miserable. Exposure, malnutrition, and disease took their toll. So many Cherokee people suffered and died that their journey became known as the **Trail of Tears**, a term that symbolizes the suffering of all of the nations.

About 3,000 Seminole were forced to move west, but many more fought on. They were never completely defeated, and some of their descendants still live in Florida today.

**The national bank** One hotly contested issue during Jackson's presidency was the **Second Bank of the United States**, a national

bank overseen by the federal government. Congress had established the bank in 1816, giving it a 20-year charter. The purpose of the bank was to regulate state banks, which had grown rapidly since the First Bank of the United States went out of existence in 1811.

Jackson and other Americans opposed the Second Bank of the United States. They thought that the Constitution did not give Congress the authority to create a national bank. They also knew that state banks made it easier for poor farmers in the South and West—people who supported Jackson—to get loans.

Jackson later sealed the fate of the bank, ordering his secretary of the treasury to take the money out of the national bank and deposit it in select state banks. Critics called them pet banks because they were loyal to Jackson.

**Conflict over states' rights** The controversy over the national bank was largely a dispute over how power should be divided between the federal government and state governments. Those who favored giving more power to the states invoked the concept of states' rights, based on the Tenth Amendment's provision that powers "not delegated to the United States by the Constitution, nor prohibited by it to the States" are reserved to the states.

In the early 1800s northern states and southern states clashed over tariffs on foreign goods. Northerners liked tariffs because they made northern goods more competitive. But southerners resented having to pay more for manufactured goods. In 1832 Congress passed another tariff, leading to what is known as the nullification crisis. Nullification theory held that states have the right to reject federal laws. In 1832 South Carolina declared the new tariff law "null and void" and then threatened to secede, or separate, from the Union if the federal government tried to enforce the tariff.

In response, President Jackson at first tried to use military force to collect the tariff. Eventually, Henry Clay worked out a compromise in which tariffs would be reduced for 10 years. But the issues of nullification and of states' rights would be raised again and again in the years to come.

### READING CHECK

#### Identifying the Main Idea

How did events in Jackson's presidency reflect conflict between federal and state authority?

### THE IMPACT TODAY

#### Government

The Democratic Party is the oldest continuous political party in the United States. It traces its roots to 1792, when Thomas Jefferson and his followers called themselves Democratic-Republicans. Andrew Jackson's followers held the first Democratic national convention in 1832.

### ACADEMIC VOCABULARY

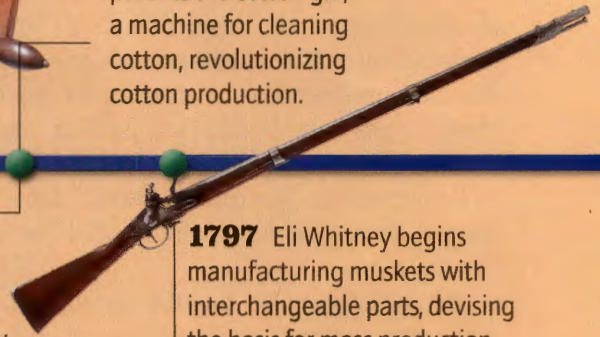
**acquire** to get

# Industrial Revolution



**1793** Eli Whitney patents the cotton gin, a machine for cleaning cotton, revolutionizing cotton production.

**1793** Samuel Slater builds the nation's first successful textile mill, harnessing river water to power the machinery.



**1797** Eli Whitney begins manufacturing muskets with interchangeable parts, devising the basis for mass production.

## The Industrial North

The **Industrial Revolution** is the name for the birth of modern industry and the social changes that accompanied the resulting industrial growth. It occurred from the mid-1700s to the mid-1800s.

The Industrial Revolution first began in the British textile industry when British inventors created machines that used power from running water and steam engines to spin and weave cloth. This radically transformed the textile industry. Work that had once been done by hand or on simple machines became a machine-powered industry based in huge mills. The Industrial Revolution had begun.

The steam engine was a crucial part of the British Industrial Revolution. It had been invented in Great Britain in 1698. Steam engines became more efficient and reliable in the late 1700s, however, when James Watt radically improved the existing engine. It was Watt's steam engine design that powered the Industrial Revolution in Great Britain and, not long after, in the United States.

**The North industrializes** To keep their economic advantage, the British made it illegal for anyone with knowledge of industrial machines to leave the country or for anyone to export any industrial machine.

A mechanic named Samuel Slater violated these laws when he brought knowledge of the

new industrial machines to America. Slater and a partner built a water-powered spinning mill in Rhode Island. Their mill was the first successful textile mill in the country, and its construction marks the beginning of the Industrial Revolution in the United States.

By 1810 there were more than 60 textile mills along streams in New England. These early mills spun thread, but they did not weave it into cloth. That innovation took place in the city of Lowell, Massachusetts, where the textile industry boomed.

Industrialization in the North also led to urbanization. People left their farms and moved to cities where they could work in the mills and factories. In 1820 only 7 percent of Americans lived in cities. Within 30 years, the percentage more than doubled.

## Transportation and communication

The development of American industry in the early 1800s went hand-in-hand with the development of transportation networks and communication advances including:

- **Roads** By 1840 a network of roads connected most cities and towns in the United States, promoting travel and trade.
- **Canals** In 1825 the 363-mile-long Erie Canal opened, connecting the Great Lakes with the Atlantic Ocean. The canal provided a quick, economical way to ship goods. Over the next 15 years, more than 3,000 canals were built in the Northeast.

**1807** Robert Fulton launches the *Clermont*—and the first successful steamboat passenger service.



**1844** Samuel Morse uses this telegraph key to send the world's first telegraph message.



**c. 1830** The textile mills of Lowell, Massachusetts, kept working thanks to the innovation of employing farm girls.

**Skills FOCUS**

**INTERPRETING TIME LINES**

What was one common feature of the technological advances made during the Industrial Revolution?

See **Skills Handbook**, p. H14

• **Railroads** In 1830 the first steam-powered train ran in the United States. By 1840 there were about 3,000 miles of track in the country. The railroad became an important means of travel and transport.

• **The telegraph** In 1840 Samuel Morse patented the first practical telegraph. A telegraph is a device that sends messages using electricity through wires. Communication by telegraph was instantaneous, and newspapers, railroads, and other businesses were quick to grasp its advantages. It was the most important communication advance of the Industrial Revolution.

**READING CHECK** **Summarizing** What key advancements in industry, transportation, and communication were made in the early 1800s?

## Cotton and the South

Cotton revolutionized the South, but only after a machine called the cotton gin made large-scale cotton production possible. Eli Whitney invented the cotton gin, which separated the seeds from the usable part of the cotton (*gin* is short for *engine*). Formerly, separating the seeds from the fluffy cotton fibers had been slow and expensive. Now it was much faster.

The cotton gin was actually quite a simple machine, but it had a major **impact** on life in the South. In the United States, the booming textile industry of the North bought cotton to

weave into cloth to sell to the growing American population. Overseas, the greatest demand for cotton came from Great Britain. There, the newly mechanized textile industry, exploding in the midst of the Industrial Revolution, demanded ever-increasing amounts of cotton to feed its hundreds of mills. The combination of the cotton gin and the huge demand for cotton encouraged many Americans to become cotton farmers.

**Slavery spreads** Even with the use of the cotton gin, farming cotton was a labor-intensive enterprise. The land had to be prepared, and the cotton seeds had to be planted. The growing plants had to be tended. Of course, the crop also had to be picked and baled.

The first cotton farms were small, and they were run by families who didn't own slaves. Soon, however, wealthier planters bought huge tracts of land and used enslaved African Americans to raise and pick the cotton that made the planters rich. These wealthier planters grew cotton and other crops on plantations. As the amount of money made by growing cotton increased, so did the number of plantations. Some plantations were huge, covering thousands of acres. Others were more modest.

The growth of cotton farming led directly to an increase in demand for enslaved African Americans. In 1810 there were about 1 million enslaved African Americans in the United States. By 1840 that number had more than

**THE IMPACT TODAY**

**Science and Technology**

The telegraph has been replaced in most developed countries by digital information transmission that uses computer technology. Telegrams that once were sent by telegraph are now sent over the Internet.

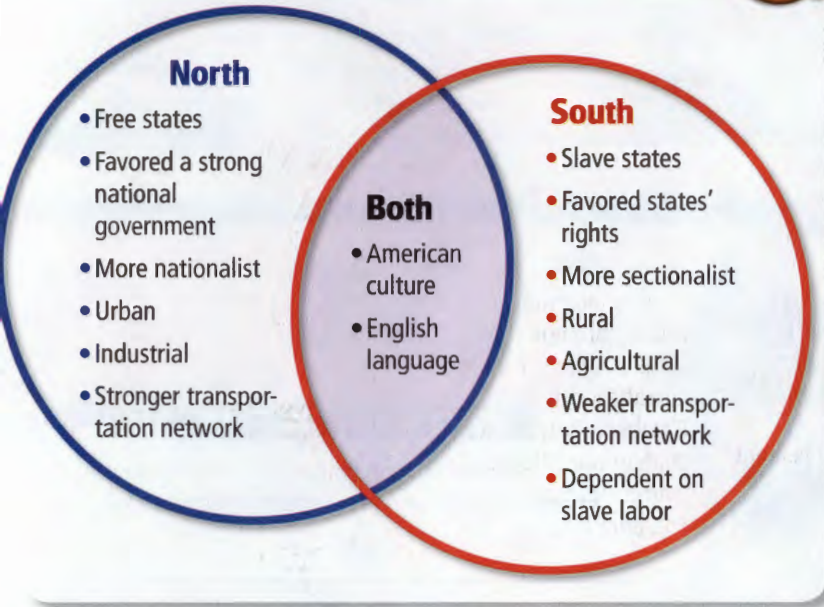
**ACADEMIC VOCABULARY**

**impact** effect



# Nationalism and Sectionalism

QUICK FACTS



**Differences in North and South** The economic differences between the increasingly industrial North and the primarily agricultural South led to even greater differences between the two regions. Trade and industry encourage urbanization, and so cities grew faster in the North than in the South. Moreover, the Industrial Revolution and the revolutions in transportation and communication had the greatest impact on the North, where new technology was seized by businesses in pursuit of efficiency and growth.

The greatest difference between North and South, however, centered around slavery. In the South, slavery was legal, and most white people viewed it as an absolutely vital part of the economy, a natural situation. In the North, however, slavery was illegal, and increasing numbers of people viewed it as a problem.

Americans of the time were well aware of the differences between North and South. Yet few could know that these differences would eventually lead the two regions to fight each other in a bloody conflict that would become known as the Civil War.

**READING CHECK Identifying Supporting Details** Why was the cotton gin an important invention in the South?

doubled, to nearly 2.5 million. Overall, enslaved African Americans accounted for about one-third of the South's population.

Planters knew that the more slaves they used as laborers, the more cotton they could grow, and the more money they could make. Thus there was a powerful economic incentive to maintain slavery in the South.

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SE7 HP3

HSS 11.1.3

### Reviewing Ideas, Terms, and People

- a. Identify** What is nationalism?

**b. Compare** What did *McCulloch v. Maryland* and *Gibbons v. Ogden* have in common?

**c. Analyze** What was the purpose of the Monroe Doctrine?
- a. Recall** What was Jackson's position on the Second Bank of the United States?

**b. Draw Conclusions** What does the passage of the Indian Removal Act indicate about American attitudes toward Native Americans?

**c. Evaluate** Do you think states should be allowed to nullify federal laws?
- a. Identify** Name three major advances in transportation and communication during the Industrial Revolution.

**b. Draw Conclusions** Why do you think that rail lines became more important than roads and canals?

**c. Evaluate** Do you think transportation advances or communication advances were more important during the Industrial Revolution? Why?

- a. Recall** What was the significance of the cotton gin?

**b. Analyze** How did cotton affect attitudes toward slavery in the South?

**c. Predict** How do you think the differences between North and South led to the Civil War?

### Critical Thinking

- Comparing and Contrasting** Copy the diagram and identify similarities and differences between the North and the South.

North	South

### FOCUS ON WRITING

ELA W.1.1

- Expository** Write a paragraph that explains why cotton became fundamental to the economy of the South. Use details from the section in your explanation.

# A Push for Reform

## BEFORE YOU READ

### MAIN IDEA

The Reform Era led to some improvements in American society as well as the beginning of the women's movement and the abolition movement.

### READING FOCUS

1. How did religion spark reform in the early nineteenth century?
2. How did early immigration lead to urban reform?
3. What was the role of women in the Reform Era?
4. What was the abolition movement?

### KEY TERMS AND PEOPLE

Second Great Awakening  
Dorothea Dix  
transcendentalism  
Know-Nothings  
Seneca Falls Convention  
Lucretia Mott  
Elizabeth Cady Stanton  
Underground Railroad  
Harriet Tubman  
Frederick Douglass



**HSS 11.3.1** Describe the contributions of religious groups to social reform movements (e.g., civil and human rights, individual responsibility and the work ethic).

**HSS 11.3.2** Analyze the Second Great Awakening and the rise of Christian liberal theology in the nineteenth century.

**HSS 11.3.3** Cite incidences of religious intolerance in the United States (e.g., anti-Catholic sentiment).

### THE INSIDE STORY

*What was happening in western New York?* In the 1820s and 1830s it seemed that people in every small town

were finding a new interest in religion. Crowds flocked to prayer meetings to hear fiery preachers every evening. So many religious revivals took place that the area became known as the Burned-Over District—scorched by the flames of religion.

Revival meetings were personal, public, and emotional. The preacher prayed for people by name. People wept publicly and confessed their sins. Unlike in many traditional churches, women were welcome to pray and even preach in public during these revival meetings.

## FUELED BY THE Fires of Religion

Several new religious movements began in the Burned-Over District. Joseph Smith published the Book of Mormon, based on golden plates that he said an angel had given him. Smith's revelations led to the founding of the Church of Jesus Christ of Latter-day Saints, or the Mormons. Another revivalist was William Miller, who prophesied the second coming of Christ. His followers developed into the Seventh-day Adventist Church. Western New York was also home to Shaker farms, utopian communities like Oneida, and advocates of Spiritualism.

Other social reform movements found support, too. Western New York was a stronghold for the antislavery movement. Homes and churches were stations on the Underground Railroad, which helped slaves escape to Canada. The movement for women's rights also took root in New York. ■

▼ American Methodists flock to a camp meeting.



## Religion Sparks Reform

It was not only in New York that preachers found willing audiences. Across the country, but especially in the North, Americans attended revival meetings and joined churches in record numbers during the 1820s and 1830s. This new religious movement was called the **Second Great Awakening**. A similar movement, the First Great Awakening, had taken place in the American colonies in the 1700s.

Preachers of the Second Great Awakening were Protestant. They did not teach strict adherence to church rules or obedience to a minister. Rather, preachers told people that their destiny lay in their own hands. They were admonished to live well and to work hard.

Followers were also told that they had the opportunity and the responsibility to do God's work on earth. Through dedication and hard work, they were told, they could create a kind of heaven on earth. As a result, tens of thousands of Americans began to reform, or reshape, American life.

**The Reform Era** The Second Great Awakening helped launch a remarkable period in American history. The Reform Era, which lasted from about 1830 to 1860, was a time when Americans made many attempts to reshape American society. The men and women who participated in the many different movements of the Reform Era are called reformers. Key reforms of this period included:

- **The temperance movement** One of the first goals of the reformers was to eliminate or lessen the use of alcoholic beverages. This movement is called the temperance movement. Temperance means “moderation.” Reformers wrote about the evils of alcohol, which they linked to sickness, poverty, and the breakup of families.
- **Education reforms** In 1830 not all children attended school. Most schools of the time were common schools—free public schools where children learned reading, writing, and mathematics. American reformers wanted more children to be educated. They believed that educated people made better decisions and that widespread education was fundamental to a democratic country. These reformers worked to improve American education.

- **Prison reforms** In 1841 Dorothea Dix visited a jail in Cambridge, Massachusetts. What she saw there appalled her. Prisoners, some mentally ill, were held in horribly crowded, unsanitary conditions. Dix began a campaign for prison reform. Because of her actions, the Massachusetts legislature created state-supported institutions to house and treat mentally ill people, separate from criminals. Dix and her supporters also convinced other states to do the same.

**Transcendentalism** One of the most remarkable movements of the Reform Era took place in New England. It was called the transcendental movement. **Transcendentalism** is the belief that knowledge is not found only by observation of the world but also through reason, intuition, and personal spiritual experiences. Key transcendentalists were Ralph Waldo Emerson and Henry David Thoreau.

**READING CHECK** **Identifying Cause and Effect** How did the Second Great Awakening have a lasting moral, social, and political impact?

## Early Immigration and Urban Reform

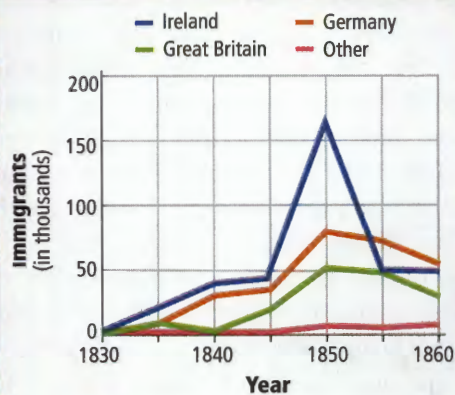
Many people immigrated to the United States during the early 1800s to escape poor conditions in their home countries. Irish and German immigrants were two of the first groups to come to the United States in large numbers. By 1860 the United States was home to about 3 million Irish and German immigrants.

Immigrants' lives in the United States varied widely. Wealthy people, with family or other connections in the United States, did well. The majority of immigrants, however, had little or no money and no one to turn to for help. They struggled to survive in a country that was to them foreign and often hostile.

**The Know-Nothings** Anti-immigrant sentiment was promoted by well-funded and organized social and political groups. The best known of these was a secret fraternal organization called the **Know-Nothings**. They were called Know-Nothings because their members, when asked about their group's activities, answered by saying, “I know nothing.” The

# Waves of Immigration

## U.S. IMMIGRATION, 1830–1860



Source: *Historical Statistics of the United States*

**Skills FOCUS**

### INTERPRETING GRAPHS

1. In what year during this period did immigration peak?
2. Where did most immigrants come from?

See **Skills Handbook**, p. H17

Ragged, hungry, and sick, Irish refugees from famine suffered a nightmarish journey to America on overcrowded ships. So many died on the voyages that the ships came to be called coffin ships.

Know-Nothings organized themselves into a political party, the American Party, which had more than 1 million members by the 1850s.

Many German and Irish immigrants came to the United States in the mid-1800s. Fortunately for the Germans, they did not encounter the same hostility that greeted Irish immigrants. Why not? Whereas Irish immigrants were mainly poor and Catholic, German immigrants usually had more money. They also tended to be Protestant, like most Americans.

German immigrants spread across the country. They could afford to travel far inland, seeking land and other opportunities in the heartland. Many settled in the Midwest, but large German immigrant communities were found from New York to Texas. German immigrants worked as farmers, as artisans, in factories, and in many other occupations.

**Reform in cities and industries** Immigrants to the United States in the mid-1800s arrived in a country undergoing two dramatic changes, urbanization and industrialization. Growing cities and increasing industrialization led to further reforms.

Many city-dwellers lived in tenements, or poorly made, crowded apartment buildings. Lacking adequate light, ventilation, and sanitation, tenements were very unhealthy places to live. The plight of tenement dwellers sparked preliminary efforts at reform. In some cities, local boards of health were established to set sanitation rules. But conditions in the poorer districts of American cities would remain unsatisfactory throughout the mid-1800s. Serious efforts at reform would not begin until late in the century.

Between 1820 and 1860 the percentage of Americans who worked in manufacturing and related fields soared from 5 percent to about 30 percent. This fundamental shift in the economy had far-reaching social results.

As a rule, the relatively wealthy and educated business owners looked down on workers. The results were low wages, long hours, unsafe working conditions, and other abuses. In response, workers began to organize into groups to demand higher wages, shorter hours, and safer working conditions. This was the beginning of the American labor movement. It faced fierce opposition from business owners.

### ACADEMIC VOCABULARY

**preliminary** first or early

Labor did enjoy some victories, however. One successful campaign was the Ten-Hour Movement, which sought to limit the working day to 10 hours. In 1837 President Andrew Jackson declared a 10-hour workday for some federal employees. President Martin Van Buren extended the rule to other employees in 1840. Despite this success, it would be decades before the labor movement made substantial progress in improving work conditions.

### READING CHECK Identifying the Main Idea

What reforms arose in response to urbanization and industrialization?

## Women in the Reform Era

A combination of legal, economic, and cultural factors limited what American women in the early 1800s could achieve. With few exceptions, women could not vote, hold public office, or serve on juries. Married women were not allowed to own property. Despite the limits placed on their lives, American women took the lead in reshaping life in the country. Women played a leading role in all of the great reform movements of the Reform Era, including education

reforms, prison reforms, and the temperance movement. The modern women's movement also began during this era.

**Women reformers** All of the reform movements were rooted, to some degree, in the Second Great Awakening. This religious revival opened many doors for women. The movement de-emphasized obedience to a minister and celebrated doing good works. Women were therefore able to participate more fully in religious affairs. Many formed groups, such as Bible-reading and missionary societies, that served as extensions of their churches. These women's church societies evolved into reform societies, groups organized to promote social reforms. The number of reform societies grew rapidly in the 1830s and 1840s. Tens of thousands of women joined. They focused on issues ranging from education to urban reform.

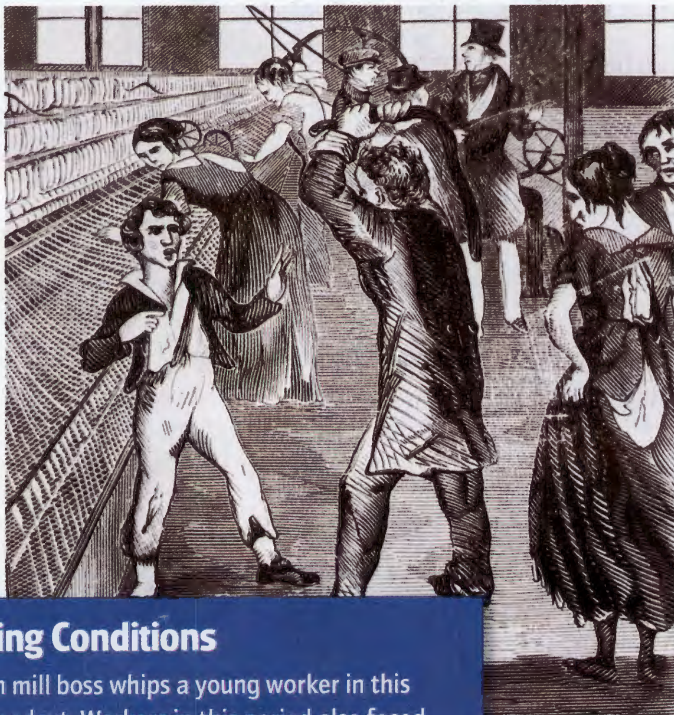
**The Seneca Falls Convention** In July 1848 the **Seneca Falls Convention** was held in Seneca Falls, New York. It was the first women's rights convention held in America. By the time the Seneca Falls Convention was held, two generations of American women had led Reform Era movements.

Despite their Reform Era accomplishments, women were still prohibited from participating in American government by voting or by holding public office. These limits on women's lives severely restricted their influence. Many American women wanted to obtain political power in order to advance the reforms that mattered to them.

The Seneca Falls Convention was organized by **Lucretia Mott** and **Elizabeth Cady Stanton**, two key people in the nation's history. Mott was a leading abolitionist who had helped organize several antislavery groups and conventions. Stanton, too, was a dedicated abolitionist.

The major product of the convention was the **Seneca Falls Declaration**, written by Elizabeth Cady Stanton. Exactly 100 participants—68 women and 32 men—signed the Declaration of Sentiments, which publicly stated their belief that “all men and women are created equal.”

The Seneca Falls Declaration was widely ridiculed. The women who supported it were also ridiculed. The handful of men who dared to speak out for the equal treatment of women were treated with even worse disdain.



### Working Conditions

A cotton mill boss whips a young worker in this 1853 woodcut. Workers in this period also faced long hours, low wages, and unsafe conditions. *How did workers try to improve their conditions?*

Despite its limited short-term effects, the Seneca Falls Convention raised an important issue, one that would continue to be discussed for years to come. The convention also marked the beginning of the modern women's movement. The struggle for the equality of American women had begun.

### READING CHECK **Drawing Conclusions**

How do you think the Seneca Falls Convention will affect the women's movement for equal rights?

## The Abolition Movement

Enslaved African Americans were denied a basic human right—freedom. Men, women, and children had no choice but to work whenever the slaveholder demanded it. For most enslaved people, this meant virtually every day of their lives, from the time they were old enough to perform chores until they were too old to be of any more use to the slaveholder.

**Life as an enslaved person** Most enslaved people lived on farms or plantations in the South. Cotton farming, which established slavery throughout the region, required many workers doing many different tasks. Some slaves worked as field hands, planting, tending, picking, processing, and loading cotton. Other jobs included constructing and repairing buildings and fences, hauling water, clearing land, and doing the countless other tasks needed to keep a farm or plantation running.

Other plantation slaves worked in the slaveholder's house, performing a wide variety of servant duties, like cooking and cleaning. Some enslaved people were skilled artisans, and many worked as blacksmiths, bricklayers, or carpenters.

Many slaves worked in cities. There, they worked in factories and mills, in offices, and in homes. Other enslaved people worked in mines or in the forest as lumberjacks.

Enslaved people lived, for the most part, in barely tolerable conditions. The food and clothing provided to slaves were typically as inadequate as the shelter. Medical care was virtually nonexistent. Slaves had no rights under the law, which viewed them as property. A nightmarish reality for slaves was the threat of being separated from their families. Slaveholders and slave dealers routinely separated

### FACES OF HISTORY

## Elizabeth Cady STANTON

1815–1902



When Elizabeth Cady Stanton's only brother died, her father sighed, "Oh, my daughter, I wish you were a boy." Stanton tried to live up

to her father's expectations. She got the best education available to women at the time and studied law in his office.

As an adult, Stanton organized the first women's rights convention at Seneca Falls, New York, in 1848. At the meeting, she presented the Declaration of Sentiments. It echoed the Declaration of Independence—but with an important difference: "We hold these truths to be self-evident, that all men and women are created equal . . ." Although Stanton did not live to see women gain the right to vote, she continued to work for women's rights for the rest of her life.

**Interpret** Why did Stanton use wording from the Declaration of Independence?

children from their parents, brothers from their sisters, and husbands from their wives, when they were sold to different holders.

Despite lives of backbreaking work and their lack of freedom, many enslaved African Americans found some comfort in community and culture. Family and community bonds were important, as were religious beliefs.

**Antislavery efforts in the South** Not all African Americans in the South were held in slavery. By the mid-1800s, about 250,000 were freemen, or free African Americans. They had been emancipated, or freed, by slaveholders or because their ancestors had been emancipated. These men and women faced harsh legal and social discrimination. Still, freemen played a leading role in antislavery activities. Many helped others escape slavery, and many bravely spoke out for freedom. Some even told stories about enslaved friends revolting against their oppressors.

Between 1776 and 1860, there were about 200 slave uprisings in the United States. Most were small and short-lived. But in 1831, an uprising led by Nat Turner became the deadliest slave revolt in American history. Turner and six accomplices murdered a slaveholder and his family. They then marched through the countryside of Southampton County, Virginia, gaining some 75 followers and killing dozens

more white people. A local militia captured the rebels and hanged 20 of them, including Turner. Other white people in the area killed about 100 other slaves suspected of sympathizing with the revolt.

Far more enslaved people chose a non-violent way to end their enslavement—they escaped. From the South they tried to reach the free states of the North or Canada or Mexico, where slavery was illegal.

No one knows exactly how many enslaved people escaped during the mid-1800s. Perhaps 40,000 or more had fled the United States by 1860. Other estimates put the number at 100,000. Certainly, thousands of enslaved people attempted escape, and although most were soon captured, many others did make it to freedom.

Over the years, an informal, constantly changing network of escape routes developed. Known as the **Underground Railroad**, it had no formal organization. Sympathetic white people and freemen provided escapees with food, hiding places, and directions to their next destination. Each hiding place was closer to free territory. One famous conductor on the Underground Railroad was **Harriet Tubman**. Tubman had escaped slavery herself, and she helped many others on their journey to freedom.

## The abolition movement in the North

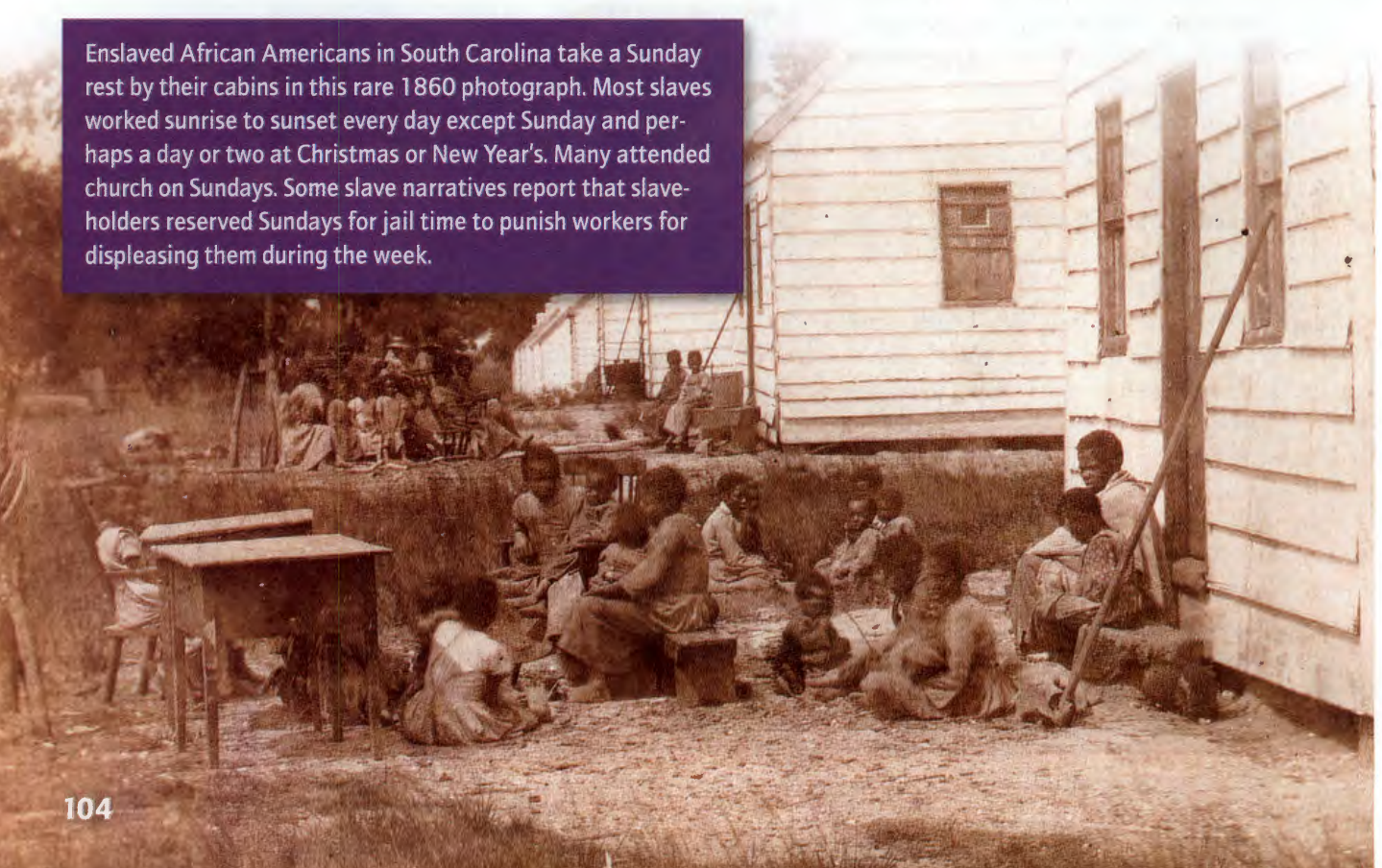
The number of slaves attempting to escape increased sharply during the 1830s. They may have been encouraged by a movement that was gaining supporters in the free states of the North. The abolition movement was formed to help abolish, or end, slavery. Its supporters were called abolitionists.

The Second Great Awakening formed another root of the abolitionist cause. Most religious people in the North saw slavery as a clear moral wrong that went directly against their religious beliefs. They joined reform societies to campaign against slavery. By 1830 some 50 such groups existed.

In 1833 an outspoken abolitionist named William Lloyd Garrison founded the American Anti-Slavery Society. It was the first major abolitionist group to call for the immediate end to slavery in the United States. By 1840 the American Anti-Slavery Society had more than 1,500 chapters throughout the North and an estimated 150,000 to 200,000 members.

Like the other movements of the time, the abolition movement was largely the work of American women. Two abolitionist leaders were Sarah Grimké and Angelina Grimké, the daughters of a southern slaveholder. They moved north to Philadelphia, Pennsylvania,

Enslaved African Americans in South Carolina take a Sunday rest by their cabins in this rare 1860 photograph. Most slaves worked sunrise to sunset every day except Sunday and perhaps a day or two at Christmas or New Year's. Many attended church on Sundays. Some slave narratives report that slaveholders reserved Sundays for jail time to punish workers for displeasing them during the week.



to work for the abolitionist cause. The Grimké sisters also supported the movement for women's rights.

Like the Grimkés, **Frederick Douglass** supported the women's rights movement. He was a featured speaker at the Seneca Falls Convention in 1848. Douglass is best remembered, however, for his role as a leading abolitionist. Born into slavery, he escaped to freedom as a young man. His intelligence and oratory skills eventually earned him a place as a popular antislavery speaker.

In 1845 Douglass published his autobiography, *Narrative of the Life of Frederick Douglass*. In writing about his escape from slavery to freedom, Douglass stated, "You have seen how a man was made a slave; you shall now see how a slave was made a man."

**Opposition to abolition** The majority of white southerners did not own slaves. To the minority who were slaveholders, however, the abolition movement was outrageous. They viewed the movement as an attack on their livelihood, on their way of life, and even on their religion. Southern ministers constructed elaborate arguments that attempted to justify slavery in Christian terms.

Slaveholders and politicians also argued that slavery was essential to cotton production. To many, even in the North, this economic argument was powerful. By 1860 cotton accounted for about 55 percent of American exports.

## FACES OF HISTORY

### Frederick DOUGLASS

1817–1895



After escaping slavery on his second attempt, Frederick Douglass made his way to Massachusetts where he gave a speech on the horrors

of slavery, which instantly made him a leading spokesperson for the abolitionist cause. For the next 50 years, he used his sharp intellect, gift for writing, and strong public-speaking skills to campaign against slavery and racial prejudice in America.

During the Civil War, Douglass recruited African Americans to fight for the Union Army. He also met with President Abraham Lincoln to protest discrimination against black soldiers. In later years, Douglass focused on land rights for former slaves, women's rights, and the fight against lynching.

**Explain** What skills made Douglass a persuasive abolitionist?

Indeed, most northerners supported slavery as well. To northern workers, freedom for the slaves might mean increased competition for certain jobs. Still, the pressure to abolish slavery in the United States was undeniable. As Frederick Douglass put it, the issue of slavery was "the great, paramount, imperative, and all-commanding question for this age and nation to solve."

### READING CHECK

**Contrasting** What were the major arguments of abolitionists and their opponents?

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SE7 HP3

HSS 11.3.1, 11.3.2, 11.3.3

### Reviewing Ideas, Terms, and People

1. **a. Recall** What was the Second Great Awakening?  
**b. Analyze** How did the Second Great Awakening help launch the Reform Era?
2. **a. Describe** What was life like for poor city residents?  
**b. Evaluate** What factors limited the success of the early labor movement?
3. **a. Identify** Who organized the Seneca Falls Convention?  
**b. Analyze** What was the purpose of the Seneca Falls Convention?  
**c. Evaluate** Do you think the Declaration of Sentiments changed attitudes toward women? Why or why not?
4. **a. Describe** What was life like for enslaved African Americans?  
**b. Elaborate** How did enslaved people maintain their hope?

**c. Predict** What do you think brought an end to slavery in the United States?

### Critical Thinking

5. **Summarizing** Copy the chart below and identify the major movements of the Reform Era.

Movement			
Leader			

### FOCUS ON WRITING

ELA W1.1

6. **Expository** Write a paragraph that explains what the Underground Railroad was and why it was named that.



# Expansion Leads to Conflict

## BEFORE YOU READ

### MAIN IDEA

As the United States pushed westward, conflict erupted between Texas and Mexico.

### READING FOCUS

1. How did the idea of manifest destiny influence Americans' western migration?
2. How did Texas achieve independence from Mexico?
3. What were the causes and effects of the Mexican-American War?

### KEY TERMS AND PEOPLE

manifest destiny  
gold rush  
Oregon Treaty  
Stephen F. Austin  
Antonio López de Santa Anna  
Alamo  
Sam Houston  
Mexican-American War  
Bear Flag Revolt  
Treaty of Guadalupe Hidalgo



**HSS 8.8.2** Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny and the territorial acquisitions that spanned numerous decades.

**HSS 8.8.6** Describe the Texas War for Independence and the Mexican-American War.



## A Day on the Trail

▲ A westward-bound family poses with their prairie schooners, or small wagons.

### THE INSIDE STORY

*What challenges did westward-bound pioneers face?* Oregon

Territory was the goal of many pioneer families. Thousands of people traveled there on the Oregon Trail. Harriet Buckingham, who was just 19 years old, kept a diary of her trip to Oregon in 1851. She was a good observer, describing the landscape and the Native American peoples she met.

Buckingham's wagon train included seven wagons and a carriage, along with oxen, cows, horses, and mules. They carried tents, cookstoves, and a coop full of chickens. On May 13, 1851, they reached the Platte River. The wagon train had to cross the river, but it would be difficult to get everyone across safely. The weather also posed a challenge.

"We were quickly wakened this morning by the singing of the Indians. Our men all went to work with the three other companies [of wagons] building a bridge. It was completed by afternoon when we crossed. It is a matter of surprise that over 500 head of cattle & fifty wagons should cross without accident. The Waggon were all drawn over by hand & the cattle & horses swam . . . We encamped a mile from the creek. The Evening was delightful, the moon shone so clearly but before morning, it clouded up and one of the most terrifine [terrifying] storms I ever witnessed . . . The rain fell in torrents. The lightning was most vivid. We were obliged to move as soon as possible for fear of being overflown . . . we traveled on some 3 miles in water up to the axletrees." ■

## Manifest Destiny

Like Harriet Buckingham, hundreds of thousands of Americans migrated to the West in the 1840s and 1850s. They went for many different reasons, and they settled in many different places. Yet they all shared the dream of new opportunities and a better life.

To Americans, westward expansion seemed inevitable. In fact, some people believed that it was America's God-given right to settle land all the way to the Pacific Ocean. This belief is called **manifest destiny**. Several major western trails were well established by 1850:

- **The Santa Fe Trail** The Santa Fe Trail led from Independence, Missouri, to Santa Fe, New Mexico.
- **The Oregon Trail** The longest and most famous trail used by the migrants was the Oregon Trail. The 2,000-mile-long trail stretched from Independence, Missouri, to the rich farming lands of the Willamette Valley in the Oregon Country.

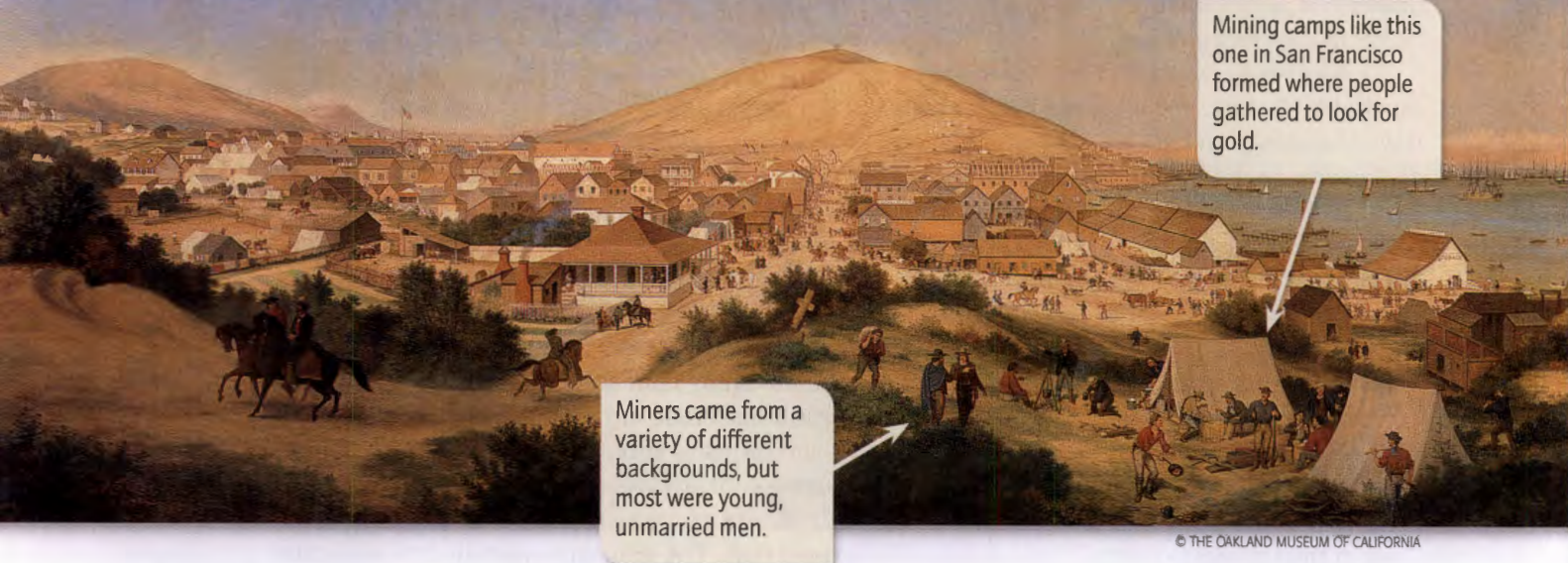
- **The Mormon Trail** In 1830 Joseph Smith founded a church called The Church of Jesus Christ of Latter-day Saints, commonly called the Mormon Church. Because the Mormon faith differed from other Christian faiths, Mormons were persecuted and forced from their homes. Many Mormons migrated West to find a place where they could practice their religion freely. The route they followed became known as the Mormon Trail.

**The California gold rush** In 1848 a carpenter discovered gold in the American River at John Sutter's sawmill in northern California. Sutter tried to keep the discovery a secret, but word soon spread. People as far away as Asia, South America, and Europe heard the news. Many headed to California, dreaming of striking it rich.

The mass migration to California of miners—and businesspeople who made money from the miners—is known as the California **gold rush**. The migrants who left for California



## California Gold Rush, 1849



in 1849 were called forty-niners. A stunning 80,000 people moved to California in the year 1849 alone. This population boom made California eligible for statehood. A year later, in 1850, California became the 31st state.

Many more people moved to California in the 1850s. Although the dream of finding gold brought people from all around the world, 80 percent of the people arriving in California came from the United States. To reach California, most people traveled overland, following the California Trail. Others booked passage on ships that sailed all the way around the southern tip of South America. Still others sailed south to Panama, crossed Central America by mule train, and then sailed north to California. By 1854 as many as 300,000 people had migrated to California.

Upon reaching California most miners moved into camps in the gold fields. Many others—especially businesspeople—settled in cities. San Francisco, the port nearest the gold fields, had a population of about 800 in 1848. One year later, 25,000 people lived there. By 1860 it was home to 60,000 people.

The town of Stockton, located on the San Joaquin River on the way to the southern gold fields, boomed as well. Sacramento, located on

the Sacramento River between San Francisco and the northern gold fields, also grew very rapidly. Sacramento became the capital of California in 1850.

### Major effects of western migration

Use of the western trails declined sharply after 1869 when railroad tracks finally ran unbroken from the East Coast to the West Coast. By that time, however, more than 350,000 migrants had followed the overland trails to the West. Such a huge migration—equal to about 1.5 percent of the total American population in 1850—had significant effects:

- **The Oregon Treaty** The presence of so many Americans in the Oregon Country prompted presidential candidate James K. Polk to attempt to secure Oregon for the United States. Since 1818 the United States had jointly controlled the region with Great Britain. Later, President Polk signed the **Oregon Treaty** with Great Britain, which set the boundary between the United States and British Canada at the forty-ninth parallel. This boundary, now between the United States and Canada, still exists today.
- **Communication links** Western migration also created a need for communications over



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Many mining camps, like the one in the painting at left, sprang up during the California gold rush. Over 80,000 people from many backgrounds came to California in 1849. Above, black and white miners work together in El Dorado County.

long distances. Mail was the first way messages traveled from East to West. For about 18 months, the Pony Express offered somewhat quicker mail service between Missouri and California using relays of young riders on fast horses. Then in 1861 the telegraph linked the East and the West. The telegraph made the Pony Express obsolete by delivering important news much more quickly.

In time, the greatest effect of westward migration would be on the original inhabitants of the West: Native Americans. Their lives would be forever changed as more and more American settlers moved west.

**READING CHECK** **Identifying Cause and Effect** What were some major causes and effects of westward migration?

## Texas Independence

Americans who came to Texas in the 1820s were far from the first people to call the region home. Hundreds of Native American groups had lived in Texas for thousands of years. They belonged to the Plains, the Southwest, and the Southeast culture groups.

Then in the 1500s, European explorers from Spain crossed Texas several times. Spain claimed Texas based on these explorations. Later, Spain set up a system of missions in Texas both to convert the Native Americans to Christianity and to counter the threat of French settlement. By 1800 Spain still claimed Texas, but there were only three Spanish settlements in the entire region. Soon, Americans would begin to settle in Texas.

**Americans move into Texas** In 1820 Moses Austin, a banker from Missouri, approached Spanish officials in Texas with a plan he called the Texas Venture. Austin proposed that, in exchange for land, he would build a colony in Texas. The Spanish, eager to have the land settled, agreed. Austin died before he could organize his colony. One of his last wishes was that his son, **Stephen F. Austin**, carry out his plans for a colony in Texas.

In 1823 Austin's Colony was officially established. Austin then directed the building of a small town called San Felipe de Austin. San Felipe, as it came to be called, was the administrative, commercial, and social center of the colony. By 1824 about 300 families lived on farms and ranches throughout the colony. The total population of the colony was about 1,800. About 400 of those Texas colonists were African Americans.

Moses Austin had approached Spanish officials with his original plan for settlement. However, by the time his son Stephen had established the colony, Mexico was no longer part of Spain. Mexico had become an independent country in 1821 after a decade-long struggle with Spain.

By 1830 there were more than a dozen colonies in Texas and about 30,000 settlers, including several thousand enslaved African Americans and 4,000 Tejanos (Texans of Mexican heritage). This was a dramatic change: Just a decade earlier, there were only about 2,000 non-Indian people in Texas. Almost all of the settlers were from the United States.

**The Texas Revolution** American settlers in Texas had to agree to certain things in exchange for receiving land. They had to surrender their American citizenship, swear allegiance to Mexico, adopt the Roman Catholic religion, and hold the land for seven years.

In practice, the settlers did not think of themselves as Mexicans but as Americans who lived in Mexico. The Mexican government grew concerned and took steps to decrease American influence in the region.

In response, Texans decided they wanted to gain independence from Mexico. This led to the Texas Revolution. Stephen F. Austin traveled to Mexico City to present the Texans' plan to the Mexican government. But Austin's visit to Mexico City went badly because the Mexican government felt he was a threat.

Meanwhile, political strife within Mexico had produced a new president, **Antonio López de Santa Anna**. In an effort to centralize the Mexican government, Santa Anna suspended some powers of Texas and other Mexican states. On March 2, 1836, Texas declared its independence from Mexico.

**The Alamo** The most famous battle of the Texas Revolution was at a fort called the Alamo. In December, forces under Ben Milam had captured the town of San Antonio, which contained the **Alamo**. In the 1700s the Alamo had been a mission, but after its closure it had been converted to military use.

Santa Anna was furious. He personally led a force of 6,000 soldiers north into Texas and demanded that the Texans surrender. But the commander of the Texans, William Travis, responded with a cannon shot. The Mexican army laid siege. For 12 days and nights they pounded the Alamo with cannon fire.

In the early hours of March 6, 1836, approximately 1,800 Mexican soldiers stormed the fort. Among the Americans defending the Alamo was David Crockett, who bravely helped hold back the Mexicans until he ran out of ammunition. Within four hours, the Mexicans had killed nearly all of the nearly 200 Alamo defenders. The Alamo remains one of the most famous battles in American history.

On April 21, in the Battle of San Jacinto, Texans captured Santa Anna and forced him to sign treaties recognizing Texan independence. The rallying cry at the Battle of San Jacinto was "Remember the Alamo!" Texas was now a new, independent country: It was named the Republic of Texas.

**READING CHECK** **Summarizing** What were the major events of the Texas Revolution?

## War with Mexico

The troubles between Texas and Mexico were far from over, however. Because Santa Anna was a prisoner when he signed the treaties, the Mexican government refused to honor Texas independence. The Texas Revolution was over, but the fighting over Texas was not.

**The annexation of Texas** In Texas's first election, **Sam Houston**, who had led the Texans to victory at San Jacinto, won the presidency. Interestingly, the election was for more than the presidency. It was also for whether Texas should join the United States. By an overwhelming margin, Texans voted to join the union. They wanted the United States to annex, or add, Texas as a state.

In the United States, many Americans were in favor of annexation. As you have read previously, they believed in manifest destiny, and annexing Texas would add a large piece of land to the United States. Americans admired Texans for fighting for their freedom from Mexico. Many viewed the Texas Revolution as being fought in the spirit of the American Revolution. Southerners supported annexation because Texas allowed slavery.

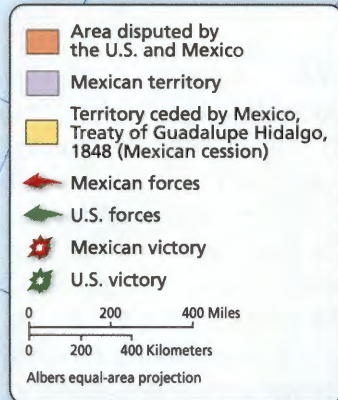
Some other Americans opposed annexing Texas. They were concerned that the United States should not have to bear the substantial Texas debt. In addition, northerners opposed the annexation of Texas because it would spread slavery westward, increasing the slave states' power in Congress.

Texas remained an independent republic for nine years. The annexation question became an issue in the 1844 presidential election. When the pro-annexation candidate James Polk won, the outgoing president John Tyler offered a solution: Texas could join the union, but under certain conditions. Accepting those conditions, Texans overwhelmingly approved a new state constitution. On December 29, 1845, Texas joined the Union.

**Causes of the Mexican-American War** Immediately after annexation, Mexico broke off diplomatic relations with the United States. The Mexican government still considered Texas to be Mexican territory.

James K. Polk became U.S. president in March 1845. Polk was an enthusiastic sup-

## THE MEXICAN-AMERICAN WAR, 1846–1848



### GEOGRAPHY SKILLS INTERPRETING MAPS

One of the bloodiest battles fought in California was the Battle of San Pasqual, a rare loss for General Kearny. Above is California's bear flag. **Movement** Describe Kearny's march from Kansas to California.

See **Skills Handbook**, p. H19



porter of annexation. In fact, he had set his sights on even more territory. He wanted the United States to acquire the land between Texas and the Pacific Ocean. These territories, New Mexico and California, belonged to Mexico. But Polk thought that they should belong to the United States.

Only a handful of Americans lived in New Mexico and California. Yet there were very few Mexican citizens, either. The Mexican government and army had very little presence in these remote regions. Polk sought an opportunity to acquire these lands.

In the fall of 1845, President Polk sent a special envoy, or messenger, to Mexico. The envoy's name was John Slidell. Slidell was going to offer to cancel some of Mexico's debts to the United States. In exchange, he wanted Mexico to recognize the Rio Grande as the boundary between the United States and Mexico. Slidell

was also authorized to pay up to \$30 million to purchase New Mexico and California. No one in Mexico would meet with Slidell. Furious, he recommended to Polk that Mexico be punished.

Then following a boundary dispute, the United States declared war on Mexico on May 13, 1846. The **Mexican-American War** had begun.

**The Republic of California** The United States used an aggressive strategy to win the Mexican War. Within weeks, General Stephen Kearny marched west from Kansas, bound for the New Mexico territory. When he arrived, he easily captured the town of Santa Fe and thus took control of New Mexico. Kearny then headed west, hoping to repeat his victory and gain control of California.

In California, a small group of American citizens revolted against the Mexican govern-

# CAUSES AND EFFECTS OF THE MEXICAN-AMERICAN WAR

QUICK FACTS

## CAUSES

- annexation of Texas
- boundary dispute
- manifest destiny and expansionism

## EFFECTS

- Treaty of Guadalupe Hidalgo
- Mexican Cession
- Gadsden Purchase

### THE IMPACT TODAY

#### Government

A 2004 government study found that the United States failed to recognize Mexican titles to million of acres of land in the Mexican Cession, despite agreeing to do so in the Treaty of Guadalupe Hidalgo. The resulting land disputes remain a major political issue in New Mexico.

ment. The rebels easily defeated the small Mexican force in the village of Sonoma. They forced the Mexican leader to sign a treaty turning California over to the rebels. The rebels declared that California was now the independent Republic of California on June 14, 1846. They made a crude flag with a picture of a bear for their country. Thus, the incident became known as the **Bear Flag Revolt**.

A month later, U.S. forces arrived and soon gained control of California. Meanwhile, American forces under General Zachary Taylor advanced into northern Mexico and captured important towns in the region.

Another force under General Winfield Scott landed on the eastern coast of Mexico near

Veracruz. In September 1846 Scott led his forces inland and marched into Mexico City. In a matter of months, U.S. forces had captured New Mexico, California, and Mexico's capital city. The Mexican government was forced to give in to American demands.

**Results of the War** Signed in 1848, the **Treaty of Guadalupe Hidalgo** ended the Mexican-American War. Under the treaty, Mexico gave up its claim to Texas. Mexico was also forced to cede a huge tract of land, the Mexican Cession, to the United States. The United States received land in the present-day states of New Mexico, California, Nevada, Arizona, Utah, Colorado, and Wyoming. As you read previously, California was discovered to have gold in the same year that the Treaty of Guadalupe Hidalgo was signed.

In return for the territory, the United States agreed to pay the Mexican government \$15 million and drop its claim for the \$3 million in damages. In 1853 the Gadsden Purchase clarified the treaty boundary and transferred more land to the United States.

Debate continues over whether the Mexican-American War was justified. Hard feelings exist to this day. Most people agree, however, that the war was a clear expression of America's belief in its manifest destiny.

### READING CHECK Drawing Conclusions

Why was the Bear Flag Revolt a significant part of the Mexican-American War?

## SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SE7 HP3

HSS 8.8.2, 8.8.6

### Reviewing Ideas, Terms, and People

- a. Recall** What is **manifest destiny**?

**b. Analyze** Why did migrants head west in the 1840s and 1850s?

**c. Evaluate** How large of a role do you think the belief in manifest destiny played in migrants' decisions to head west?
- a. Identify** Who was **Stephen F. Austin**?

**b. Evaluate** Do you think it was wise for the Spanish and then the Mexican government to allow Americans to settle in Texas? Explain.
- a. Identify** What were the effects of the **Mexican-American War**?

**b. Explain** How did California become a republic?

- c. Evaluate** Do you think Mexico was wise to break off diplomatic relations with the United States? Explain.

### Critical Thinking

- 4. Identifying Cause and Effect** Copy the diagram below and identify the causes of the Texas Revolution.



### FOCUS ON WRITING

ELA W1.1

- 5. Persuasive** As an American living in 1844, write a paragraph arguing for or against Texas annexation. Use details from the section to support your position.

## History's Impact video program

Review the videos to answer the closing question:  
How has the history of Texas and the Southwest been affected by different groups?



## Reviewing Key Terms and People

For each term below, write a sentence explaining its significance.

1. Monroe Doctrine
2. nationalism
3. sectionalism
4. Missouri Compromise
5. Second Great Awakening
6. Seneca Falls Convention
7. Underground Railroad
8. Frederick Douglass
9. manifest destiny
10. gold rush
11. Alamo
12. Mexican-American War

## Comprehension and Critical Thinking

## SECTION 1 (pp. 92–98) HSS 11.1.3

13. **a. Recall** What replaced feelings of sectionalism in the early 1800s?
- b. Analyze** How did growing nationalism affect foreign and domestic policies?
- c. Elaborate** How did the Missouri Compromise reflect growing sectionalism in the United States?

## SECTION 2 (pp. 99–105) HSS 11.3.1, 11.3.2, 11.3.3

14. **a. Recall** What was the Second Great Awakening?
- b. Describe** What was the relationship between the Second Great Awakening and the Reform Era?
- c. Evaluate** Which movement of the Reform Era do you think was the most important? Why?

## SECTION 3 (pp. 106–112) HSS 8.8.2, 8.8.6

15. **a. Recall** Why was the Mexican government angry about the annexation of Texas?
- b. Make Inferences** How did Slidell's recommendation to Polk reflect his feelings about his treatment in Mexico?
- c. Elaborate** How did the United States take advantage of its military victories over Mexico?

## Using the Internet

go.hrw.com  
Practice Online  
Keyword: SE7 CH3

16. With the exception of Native Americans, all people who live in the United States today can trace their history back to another country. Using the keyword above, do research to learn about your family's history regarding immigration. Then write a report that presents this information.

## Critical Reading HSS 11.1.3; ELA R2.0

Read the passage in Section 1 that begins with the heading "The Missouri Compromise." Then answer the questions that follow.

17. What led to the Missouri Compromise?
- A the fact that slavery was illegal in Missouri
  - B the effort to abolish slavery in the South
  - C the desire to maintain a balance in the Senate
  - D the need to admit Maine as a slave state
18. How did the Missouri Compromise affect the Louisiana Territory?
- A It forbid slavery in the territory.
  - B It allowed slavery in the territory.
  - C It forbid slavery in part of the territory and allowed it in another.
  - D It left the question of slavery in the territory undecided.

## FOCUS ON WRITING

ELA W1.1

**Persuasive Writing** *Persuasive writing takes a position for or against an issue, using facts and examples as supporting evidence. To practice persuasive writing, complete the assignment below.*

## Writing Topic The annexation of Mexican land by the United States

19. **Assignment** Based on what you have read in this chapter, write a paragraph that either supports or opposes the way the United States acquired land from Mexico.